

**MAINE DEPARTMENT OF EDUCATION
CHARACTER EDUCATION MODEL CURRICULUM GRANT
2003 - 2004**

The Maine Department of Education seeks applications for grants to school administrative units (SAU) that have never received and are not currently receiving a Maine Character Education Partnership (CEP) grant, for development and dissemination of/training in model curriculum character education linked to Maine's *Learning Results* for elementary, middle or secondary schools. The funds may be used to: develop or improve a model character education curriculum for either the elementary grades (K-6), the middle school grades (6-8) or the secondary school grades (9-12); and to train at least 2 other districts in the use of that curriculum at the level addressed by the curriculum; and evaluate the curriculum and revise it if necessary. An applicant may apply for any one (1) of the 3 levels (elementary, middle or secondary). The 1 highest scoring applicant in each of the 3 categories (elementary, middle, secondary) will be funded and each of the 3 successful applicants will be awarded up to \$25,000.00. **The Department reserves the right to award amounts less than the amount requested by an applicant if the amount requested includes proposed expenditures not authorized under this application (see AUTHORIZED EXPENDITURES, below).**

The grants are to be expended between October 2003 and September 2004.

These grants are made available to schools through funding from the Department's Character Education Partnership grant from the United States Department of Education (CFDA 84.215V).

**APPLICATION DUE DATE
POSTMARKED NO LATER THAN
5 PM, August 29, 2003**

**SCHOOLS WILL BE NOTIFIED NO LATER THAN
September 29, 2003**

AUTHORIZED EXPENDITURES

The funds may be used only for the following activities, and the budget submitted with the application must include only the authorized expenditures listed below:

- ◆ stipends for a Grant Coordinator or for model character education curriculum committee members (if a standing committee is not used)
- ◆ professional development for those educators and other staff responsible for developing/training in the use of the model curriculum
- ◆ coordinating character education programs/activities consistent with the model curriculum

- ◆ purchase of resources to develop or support the model character education curriculum and related activities, and its links to Maine's *Learning Results*
- ◆ development, procurement or coordination of materials for training in the model character education curriculum
- ◆ community/family programs related to the model curriculum

REQUIREMENTS:

- Completed application is submitted by a school administrative unit that has never received and is not currently receiving a Maine Character Education Partnership (CEP) grant.
- Application includes the Superintendent's signature

TO BE CONSIDERED, APPLICATIONS MUST DEMONSTRATE THE FOLLOWING:

- Evidence of willingness to incorporate character education into the curriculum in a manner consistent with Maine's *Learning Results*, through the development of a model curriculum that offers such integration.
- Evidence of school, family and community cooperative efforts to achieve the identified outcomes.
- Evidence of capacity to promote the model curriculum to other districts and to train at least 2 other districts in that curriculum, at the request of the districts.
- Evidence of support for character education instruction or activities, with appropriate professional development for staff.
- Evidence of financial support for personnel responsible for developing the model character education curricula and for personnel responsible for training other districts in that curriculum.
- Evidence of linkage of proposed activities to *Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities*.
- Evidence of linkage of proposed activities to the local code of conduct required under 20-A MRSA Section 1001(15).

EXPECTED PERFORMANCE OUTCOMES:

- The model character education curriculum is linked to Maine's *Learning Results*.
 - Professional development needs are assessed, and professional development is provided for teachers.
 - Supporting classroom materials for teaching the model character education curriculum are identified and procured and used.
 - Student achievement is documented and reported.
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- There is a demonstrated, measurable improvement in students' conflict resolution skills, and/or a demonstrated, measurable improvement in school climate, and/or a demonstrated, measurable progress in developing the local code of conduct required under 20-A MRSA Section 1001(15).
 - The community is involved in the development/implementation of the activities supported by the grant and at least 2 other districts are trained in the implementation of the model curriculum.

REPORTING:

A Year End Report (including a Revised Model Curriculum, if revisions have been made during/following training, and a financial report) will be required by October 15, 2004.

TIMELINE

SELECTION PROCESS

| | |
|------------------------|----------------------------------------------------|
| Application postmarked | August 29, 2003 (by 5 PM) |
| Selection notification | September 15, 2003 (week of September 15, 2003) |

GRANT EXPECTATIONS

| | |
|-----------------------------------------------------------------------------------------------------------------|---------------------|
| Model Curriculum Developed/Submitted to the Department | by January 31, 2004 |
| Dissemination/Training Plan Established | by January 31, 2004 |
| Dissemination/Training Plan Completed/Evaluated (and Model Curriculum Revised, if Necessary) | September 30, 2004 |
| Year-end Reports Due (including Revised Model Curriculum if revisions have been made during/following training) | October 15, 2004 |

INSTRUCTIONS FOR SUBMITTING APPLICATION

(application pages follow)

1. All APPLICATIONS must be typed and one-sided. *Print may not be reduced below 10 point.*
2. Complete the COVER (I) Page.
3. Complete the COMMITMENT/SUMMARY (II) page, checking “yes” to one of the questions at the top of the commitment page. Be sure to submit this page with your application.
4. Complete the ATTACHMENTS (III) page. Indicate the attachment number on the upper right corner on every page you attach. Only those attachments requested on the page will be accepted.
5. Respond to the statements listed on the CRITERIA (IV) page. Limit your total responses to a MAXIMUM of four one-sided typewritten pages.
6. Complete the BUDGET (V) page.
7. All components of the grant application must be submitted at the same time and sent in one mailing. Each application must include the ORIGINAL signed application and TWO COPIES. Do not submit the application in a cover or binder.
8. Written questions may be addressed to:

Susan Corrente, Esq.
Maine Department of Education
Cross State Office Building
146 State House Station
Augusta, ME 04333
FAX: (207) 624-6661
E-mail: susan.corrente@maine.gov

Written questions will be accepted until August 18, 2003 and the questions and responses will be posted on the Department’s Web Page: www.state.me.us/education/cep.htm

I. COVER PAGE
GRANT APPLICATION
MAINE DEPARTMENT OF EDUCATION
CHARACTER EDUCATION MODEL CURRICULUM
2003 - 2004

ADMINISTRATIVE UNIT _____

CURRICULUM TO BE DEVELOPED (check **ONE**) **
ELEMENTARY _____
MIDDLE _____
SECONDARY _____

****EACH APPLICANT MAY SELECT ONLY ONE LEVEL PER APPLICATION**

SUPERINTENDENT OF SCHOOLS (Mr., Ms., Dr.) _____
first name last name

CONTACT PERSON (Mr., Ms., Dr.) _____
first name last name

SCHOOL OR OFFICE _____

ADDRESS _____

TELEPHONE _____ FAX _____

EMAIL ADDRESS _____

THIS GRANT AWARDED BY THE MAINE DEPARTMENT OF EDUCATION MUST HAVE THE SPONSORSHIP OF AN ADMINISTRATIVE UNIT THAT ACCEPTS RESPONSIBILITY TO MAINTAIN AUDITABLE RECORDS OF THE DISBURSEMENT OF GRANT FUNDS.

AS SUPERINTENDENT/CHIEF ADMINISTRATIVE OFFICER OF
_____ (SAU),

I CERTIFY THAT THIS PROGRAM HAS THE AUTHORIZATION OF THE LOCAL SCHOOL COMMITTEE OR GOVERNING BODY TO OPERATE IN OUR SYSTEM. PROPER FISCAL RECORDS WILL BE MAINTAINED FOR REPORTING OR AUDITING PURPOSES AND I FULLY SUPPORT THE PROPOSED GRANT ACTIVITIES.

SCHOOL SUPERINTENDENT/CHIEF ADMINISTRATIVE OFFICER DATE

MAIL OR DELIVER ORIGINAL SIGNED ORIGINAL APPLICATION AND TWO COPIES TO:

SUSAN CORRENTE, ESQ.
MAINE DEPARTMENT OF EDUCATION
CROSS STATE OFFICE BLDG, 5th FLOOR
146 STATE HOUSE STATION
AUGUSTA, MAINE 04333

* APPLICATIONS MUST BE POSTMARKED OR
DELIVERED NO LATER THAN 5 PM, AUGUST 29, 2003
* NO FAXED OR EMAILED APPLICATIONS WILL BE
ACCEPTED
* APPLICATIONS NOT POSTMARKED OR DELIVERED
BY THE 5 PM, AUGUST 29, 2003 DEADLINE WILL BE
REJECTED

Federal Award Information Only Fund for the Improvement of Education, CFDA 84.215V, Partnerships in Character Education, United States Department of Education, Budget Period 6/1/03 – 5/31/04, Grant #R215V000012-03 (Year 4)

II. COMMITMENT/SUMMARY

COMMITMENT TO CHARACTER EDUCATION MODEL CURRICULUM (Minimum requirement: one yes)

- ☐ Yes ☐ No Does the SAU have an established model character education curriculum that links to the standards outlined in the Maine *Learning Results*?
- ☐ Yes ☐ No Is the SAU currently in the process of developing a model character education curriculum that links to the standards outlined in the Maine *Learning Results*?
- ☐ Yes ☐ No If neither of the above apply, is the SAU willing to develop or revise any character education curriculum it has to link to the relevant standards outlined in the Maine *Learning Results* and in *Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities*, within the grant period?
- ☐ Yes ☐ No Is the SAU currently in the process of developing a local code of conduct, in accordance with the state statutory requirement at 20-A MRSA Section 1001(15), consistent with the guidelines set forth in *Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities*?

SUMMARY: Provide an overview of what your school system [or consortium] hopes to accomplish as a result of receiving this grant (100 words or less).

III. REQUIRED ATTACHMENTS

SECTION I – Model Character Education Curriculum (Minimum requirements: Document (a) curriculum development process to date; or (b) process for selecting or identifying curriculum committee)

_____ **Required Attachment (RA #1)**

Attach the school or school system's character education scope and sequence (goals and/or objectives for the level proposed in this application for (only **ONE**)—elementary, middle or secondary); **or**

if in the process of developing the curriculum/activities, evidence of character education committee membership, progress to date and timeline for completing the model curriculum by January 31, 2004; **or**

if curriculum/activities will be developed during the grant period, process for identifying the model character education curriculum committee members.

SECTION II - Family and Community Involvement and Curriculum Dissemination (Minimum requirement: Document at least one example which exhibits current efforts)

_____ **Required Attachment (RA #2)**

Attach a letter of support for your grant application, documenting current efforts, from a community group, agency or business and a letter of agreement from at least 2 districts, to consider training in the model curriculum developed by January 31, 2004 under this grant.

SECTION III - Professional Development: (Minimum requirement: Letter from professional development committee)

_____ **Required Attachment (RA #3)**

Attach a letter of support from the professional development committee(s), including a commitment to designate time for professional development for model character education curriculum development/implementation and dissemination/training of at least 2 districts, including professional development for any non-teaching staff responsible for teaching/promoting the goals of this proposal.

SECTION IV – Administrators’ Support (Minimum requirement: Letter(s) of support and Administrative Letter of Commitment)

_____ **Required Attachments (RA #4)**

Attach a letter of support from each building principal participating in the grant indicating their understanding of the grant expectations and their willingness to support the development/implementation of a model character education curriculum and its dissemination to at least 2 other districts.

IV. CRITERIA

RESPOND TO EACH OF THE FOLLOWING CATAGORIES. LIMIT YOUR TOTAL RESPONSE TO FOUR DOUBLE-SPACED, ONE-SIDED TYPED PAGES (Budget page is not included in the 4 page limit).

A. Needs Statement –

- 1) Describe your needs regarding a model character education curriculum and related instruction, assessment, resources, and coordination as well as professional development for implementing a model character education curriculum. Please provide concrete baseline data on classes to be reached, in which subject areas, and around what standards of conduct as adopted by the district consistent with *Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities* that will allow for concrete reporting on outcomes.
- 2) Conduct the enclosed Model Character Education Curriculum Needs Assessment with at least two teachers at the level at which you propose to develop a model curricula (elementary, middle or secondary—only **ONE**) and who will be participating in the grant activities. Include a summary of the needs assessment, including the number of teachers who responded, current teaching practices, and the highlights of identified needs.

B. Assessment and Current Programs –

- 1) Describe how character education is currently assessed and student progress reported at the level at which you propose to develop a model curriculum: elementary, middle or secondary (only **ONE**). If character education is not currently included in student assessment, describe the process your school or system will undertake to add it to an assessment system within the grant period.
- 2) Describe ongoing programs that support character education (e.g., guidance program, school site health promotion program, student assistance teams, civil rights teams, etc.)

C. Documentation -

- 1) Describe how the grant activities will improve student skills and/or school climate and learning in your school(s).
- 2) Describe how you will document and evaluate the grant activities.

D. Coordination -

- 1) Describe how you plan to coordinate the grant activities with the *Learning Results* and with *Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities*, and with *A Solid Foundation* (early literacy—for those proposing a model

elementary curriculum), with *Promising Futures* (secondary school reform—for those proposing a model secondary curriculum) and other education reform initiatives in your school(s). Describe related past or current collaborative efforts that include family and community involvement.

2) List the names, titles and phone numbers of up to three key people who will be responsible for carrying out the main activities of the grant. Describe each person's role in implementing the grant. Describe the process used to include them in the writing of the application. As documentation of their involvement, have each person sign by his/her name.

3) If applicable, describe how you plan to coordinate with schools in your SAU to implement a character education program.

E. Maintenance –

Describe plans for dissemination to at least 2 districts for continued implementation of the model character education curriculum and/or activities after the grant funding ends.

F. Budget -

Complete the Budget Page for the grant's activities. Include the rate of payment and other significant details. Expenditures must support the Expected Performance Outcomes outlined in the overview of the grant application.

V. 2003-2004 Budget Character Education Model Curriculum Grant

Please complete the budget below.

Each item must be clearly related to the project activities and must be an authorized expenditure as described in the application.

Description

(Include details--e.g., Rate of Payment, Number of Days, Cost Per Mile and Number of Miles)

| | | |
|---------------------------------------------------|--|--|
| Salaries | | |
| Contracted Services | | |
| Materials/ Supplies | | |
| Travel | | |
| Printing | | |
| Other: Specify (e.g., substitute pay) | | |

Total

(must not exceed \$25,000.00)

MODEL CHARACTER EDUCATION CURRICULUM NEEDS ASSESSMENT

Please distribute this needs assessment to: (1) staff who will develop/implement the model curriculum; and (2) staff who will train other districts in the implementation of the model curriculum.

The information from this survey will be summarized and included in the Character Education Grant Application being submitted to the Maine Department of Education by August 29, 2003. This information will be retained for future reference.

LEVEL: Elementary, Middle or Secondary _____
(only **ONE** level per application)

1. What components of a character education program or curriculum are you currently teaching or implementing?
2. What are your needs regarding professional development for both teaching and non-teaching staff for implementing a character education curriculum and assessment or, if applicable to you and your role, for training other districts in the implementation of the model character education curriculum?
3. What are your needs regarding character education classroom materials (books, videos, teaching strategies, etc.) or, if applicable to you and your role, to training other districts in the implementation of the curriculum?
4. What are your priorities regarding implementation of a character education curriculum or, if applicable to you and your role, to training other districts in the implementation of the model curriculum?

Please return to: (name of person to whom the school must return this completed survey for inclusion in the grant application to be postmarked no later than 5 PM August 29, 2003)

(Page 1)

EVALUATION FORM

(Page 2)

CRITERIA

Rate each section up to the maximum points specified.

Comments

_____ NEEDS STATEMENT: (10 points)

- identifies the needs for model character education curriculum and related activities
- provides specific concrete data to support statement of need and to use as a baseline for reporting on outcomes

_____ ASSESSMENT, CURRENT PROGRAMS: (10 points)

- includes process for reporting of student achievement in relation to Maine's *Learning Results* at the level for which the model curriculum is proposed (elementary, middle or secondary)
- describes support from other ongoing programs

_____ DOCUMENTATION: (10 points)

- describes how grant activities will improve conflict resolution skills and/or school climate and learning
- describes process for recording and evaluating activities

_____ COORDINATION: (10 points)

- includes coordination with other education initiatives
- demonstrates involvement of family/community
- includes key people and their roles
- provides evidence of key people in the planning process
- shows coordination within the SAU

_____ MAINTENANCE: (10 points)

- describes plans for dissemination to at least 2 other districts for continued implementation which are realistic and attainable

_____ BUDGET: (25 points)

- is complete and detailed
- is related to identified needs
- is cost effective
- includes only authorized expenditures that support the expected performance outcomes

_____ Total page 2 (Possible 75 points)